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ABSTRACT

Intended for parents, the manual presents information on existing legislation pertaining to handicapped children in California, and guidelines for effective child advocacy in order to identify and obtain adequate services. Chapters cover the following topics (sample subtopics in parentheses): diagnostic and evaluative procedures (including a checklist for use by parents), children's rights (the California master plan for special education), vocational rehabilitation and training (types of services provided), social security benefits and supplemental security income (determination of eligibility), and guidelines for effective child advocacy. Appended are a resource directory of agencies and legal resources in California and copies of forms used by the Los Angeles Counseling and Psychological Services. (IM)

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AN ADVOCACY MANUAL FOR PARENTS OF HANDICAPPED CHILDREN

THE INSTITUTE FOR CHILD ADVOCACY
4305 South Broadway
Los Angeles, California 90037

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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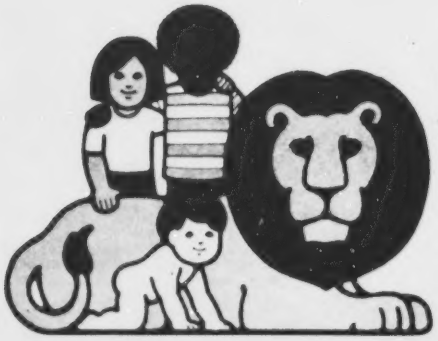

INSTITUTE FOR CHILD ADVOCACY
5874
~~4605~~ South Broadway
Los Angeles, California 900~~37~~ 03
(213) 233-5148

April 15, 1976

Dear Fellow Advocate,

At the Institute for Child Advocacy we are continually evaluating our Project's impact. The publication you received was developed in response to specific needs of children in the community. We would appreciate your help in assisting our effort to collect data essential to evaluating this product.

After you have read the enclosed publication, please complete the brief tear out questionnaire which is attached as the final page. Mail it postpaid to us as soon as possible.

Thank you for your cooperation.

Sincerely yours,

Larryette M. Kyle, M.P.A.
Project Director
Institute for Child Advocacy

LMK/mai

a subsidiary of Central City Community Mental Health Facility, a non-profit organization

AN ADVOCACY MANUAL
FOR
PARENTS OF HANDICAPPED CHILDREN

by

Carol J. McCraven, M.P.H.

Project Director

Larryette M. Kyle, M.P.A.

THE INSTITUTE FOR CHILD ADVOCACY

operating under the asupices of

Central City Community Mental Health Facility

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INTRODUCTION

The Institute for Child Advocacy (I.C.A.) is a community-based project which seeks to positively influence the quality of children's services in South Central Los Angeles by encouraging citizens to act in behalf of children. The Institute is continuously developing strategies that will utilize the energies of the community to identify and respond to problem areas pertinent to the development of children. It is our desire to saturate the community with information ..... to provide a data base which will enable individuals to beware of, and fight for the rights of their children.

A major area of concern at the Institute for Child Advocacy has been the development of the Exceptional Children's Component. It was recognized by I.C.A. that handicapped children in the target area have special needs which in many ways require skilled and specialized attention. Unfortunately, parents with a handicapped child often experience constant frustration as they attempt to identify those services most appropriate for their child. Sometimes the services simply do not exist, and sometimes the services that are provided are inadequate.

In most cases, services can be best insured through effective child advocacy by parents. By knowing and understanding the rights of your child, you can utilize existing

legislation to fight for increased services, or to insure that your child has access to all of those opportunities which have been guaranteed to him by law. We hope that this manual will highlight the "how to's" of the advocacy process, and provide you with adequate information and resources to become an effective child advocate.

Outlined in this manual are laws pertaining to handicapped children in the State of California, including information on Social Security Benefits, Vocational Rehabilitation and Training, and methods by which to assure that the state is providing the services it should. Additionally, a resource directory has been included in the back, providing you with information on programs currently available to serve handicapped children in the Los Angeles community.

CHAPTER I. BECOMING AWARE OF YOUR CHILD'S DISABILITY

Indicators of Handicapping Conditions

How do you know if your child is exhibiting behavior characteristic of a handicapping condition? At what point should you be concerned about unusual behavior? Is it normal for your child to show excessive response to sounds? Or to constantly fall and bump into things?

According to the California Association for Neurologically Handicapped Children, there are certain indicators of handicapping conditions which may assist a parent in determining whether his child has a developmental disability. These patterns of behavior may be exhibited by all children at times, but persistent and repeated behaviors are indicators of abnormalities and should be investigated by the appropriate medical authorities. Indicators of handicapping conditions for specified age groups include the following:

In Infancy:

- -Trouble with nursing and sucking, or digesting
- -Resistance to cuddling and body contact
- -Lack of response to sounds; excessive response to sounds
- -Trouble following movements with eyes
- -Absence of creeping or crawling
- -Delay in sitting, standing, or walking
- -Delay in learning to talk

In Pre-School Years:

- -Inability to follow directions
- -Impulsive and uncontrolled behavior

- Excessive crying and disturbed sleep
- Poor sense of rhythm; uneven walk
- Fear of swings and slides
- Frequent falls and tendency to bump into things
- Purposeless hyperactivity
- Unusual quietness and inactivity
- Excessive craving for sweets
- Poor eating habits
- Constant interrupting and persistent chattering
- Excessive repetition in speaking, questioning, or playing
- Tendency to become more upset with people around than when alone
- Language problems as evidence by delayed talking and garbled speaking
- Tendency to be fearless, climbing counter's and roofs with no concern

In School Years:

- Very poor handwriting
- Difficulty cutting with scissors and coloring inside lines
- Inability to tie shoe laces, button clothes, or use hands well
- Trouble in matching shapes and sizes; squares, circles, triangles
- Confusion in discriminating between letters, words, and numbers: "b" and "d", "was" and "saw", 6 and 9
- No understanding of the difference between up and down, in and out, left and right, front and back
- Good verbal ability, but trouble in reading
- Mechanical reading without comprehension
- Difficulty in expressing ideas
- Erratic school work
- Excessive activity which seems purposeless, restless and undirected
- Unusual inactivity characterized by day dreaming and inner-distraction
- Clumsiness and awkwardness in throwing and catching balls
- Difficulty in skipping, hopping, and jumping
- Trouble with game playing and following group rules
- Confused sense of time or distance
- Emotional instability; explosions for no apparent reason
- Tendency to be extremely literal or humorless
- Excessive gullibility
- Extremely uneven performance in testing with some potential high, and some way below normal

It is important to remember that all children may exhibit some of the following behaviors on occasion. Persistent behavior should be identified and isolated from the occasional behavior which can be totally insignificant for the child as a whole.[1]

If You Suspect Your Child May Be Handicapped

Watch your child to see if he is persistenly exhibiting one or more of the patterns of behavior described in the previous section. Write down your observations so that you may describe them accurately to your physician.

If you suspect that your child may be handicapped you will want to obtain appropriate diagnostic services as quickly as possible. Diagnostic services involve special testing for learning disabilities as well as tests for physical abnormalities such as hearing, sight, and speech impairments. A diagnostic examination may be obtained from either a public or private facility, but should always be obtained from someone who specializes in childhood disabilities.

To find the appropriate professional(s) to examine your child you may want to consult your family doctor or pedia-

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[1] From Children Who Learn Differently, CANHC, Contra Costa West Chapter, California, 1975.

trician. If you do not have access to a physician there are several avenues available through which you can obtain the information you will need to secure services for your child.

1. Referral to Diagnostic Services through the School:

   If your child is currently enrolled in school you should first discuss his problem with the teacher. Referral for diagnostic services can then be requested through the principal.

2. Information Centers:

   Located within the Los Angeles community are several information and referral centers which will help you to locate diagnostic services. These include:

   Children's Hospital of Los Angeles
   Regional Center
   4650 Sunset Blvd., P.O. Box 54700,
   Terminal Annex
   Los Angeles, CA 90054

   South Central Los Angeles Regional
   Center
   4211 South Avalon Blvd.
   Los Angeles, CA 90011
   Phone: 232-4111

3. The Child Health and Disability Prevention Program (CHDP):

   As of July 1, 1975, each county in the state of California is required by law, (Assembly Bill 2068), to provide early and periodic health assessments for any child entering the first grade, and for all persons under 21 years

of age who are eligible for Medi-Cal. The purpose of the screening is to provide a mechanism for early identification of children who have some potentially disabling condition, (not including dental problems), and to arrange for adequate diagnostic and/or therapeutic procedures as indicated. Parents can secure the names of health resources in their community which provide CHDP screenings from their local school or county health department.

Points to Remember About the Diagnostic Procedure

Once you have contacted a diagnostic facility and set-up an appointment for an examination for your child, there are several points which should be kept in mind.

1. If more than one diagnostic examination is necessary, it is a good idea to have the physician with whom you feel most comfortable act as coordinator of the diagnosis. If not, you may have to be responsible for the overall coordination.
2. Use written observations about your child's behavior to give as full and accurate report as possible to the physician.
3. After the diagnosis has been completed, be sure that you thoroughly understand all of the in-

formation provided by the doctor. If possible, obtain copies of reports so that you may refer to them when selecting a program plan or when consulting with another professional at a later date.

4. Keep records! Make sure you have an up-to-date file on all tests, reports, names of attending physicians, etc., which relate to your child and his disability.

CHAPTER II. YOUR CHILD'S RIGHT TO AN EDUCATION

The Education of the Handicapped Act

It is now a federal law (The Education of the Handicapped Act) that the State of California must provide an appropriate education for all children in the state who are handicapped.[2] No child can be denied his or her right to a free public education because of a need for special educational services. The Education of the Handicapped Act now applies to and protects two categories of children:

a) handicapped children who are out of school and not receiving educational services, and handicapped children who are enrolled in school but who are receiving programs and services which are inadequate to meet their needs; and

b) especially poor and minority children who have been placed in special classes, but who are not really handicapped and therefore should be educated in regular classes.

Under EHA-B, the State of California is responsible for

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[2] The Education of The Handicapped Act, Part B (EHA-B) as amended by Public Law 93.380 (The Education Amendments of 1974).

establishing procedures (a "State Plan") which will insure that handicapped children are receiving programs and services which meet their special educational needs. In addition, it is the State's responsibility to see that the new law is carried out in the local school districts within a reasonable period of time.

This new law also assures parents the right to question and challenge the type of education a child is (or is not) receiving from the local school district. It is your right to insist that the new educational rights of handicapped children are being enforced in your local school district.

The California Master Plan

The California Master Plan for Special Education is a proposed plan, designed to provide an alternative program to better meet the educational needs of the State's mentally and physically handicapped children. It is a plan which ultimately seeks to provide equal opportunities for all children who require special educational services. The Master Plan proposes to:

1) eliminate labeling of children; and
2) to "eliminate rigid categorical programming and funding which imply that children must be grouped by handicap rather than educational need."

It also provides that 1) each individual with exceptional needs is assured an education appropriate to his or her needs through an individually developed plan in publicly supported programs and 2) early educational opportunities are available to children between the ages of 3 and 5 who require intensive service in special programs.

It is intended that the Master Plan will be implemented in a limited number of school districts or counties of the State during fiscal years 1975-76, 1976-77, and 1977-78.

Definition of Handicapped

As defined by the California State Board of Education, "handicapped children" includes those children who are mentally retarded, learning disabled, speech impaired, health impaired, have social or emotional problems, or are otherwise handicapped in such a way that they demonstrate a need for special education services.

Current Education Laws Pertaining to Handicapped Children in California

The remainder of this chapter provides you with key points regarding California's Educationally Handicapped Program as it is now currently in effect.

The Evaluation Procedure

All children with special needs have the right to educational services equal to the services received by "normal" children. It is the State's responsibility to assure that if at all possible, your handicapped child will be educated in an integrated setting with other children who are not handicapped. Your child has the right to remain in the regular classroom unless excluded after a thorough "evaluation".

If you believe that your child is mentally or physically handicapped to such an extent that he would benefit from special education services, you should first discuss the problem with his teacher. The teacher should then make a recommendation to the school principal who will make arrangements for an evaluation. Recommendation for an evaluation may also be made by your family physician, or a specialist of your own choice.

Once an evaluation has been recommended you must be notified before further steps can be taken. This is important in cases where the parent is totally unaware that his child is a candidate for individual evaluation procedures. The local district must notify you, in writing, before your child is given any formal testing, informal assessment or observation, or before any change is made in his classes or

educational program. The notice of intent should contain the following:

1. The reasons the evaluation has been requested and the name of the person(s) who initiated the process.
2. The evaluation procedures and instruments that will be used.
3. A statement of the right to review the procedures and instruments to be used.
4. A statement of the right to review and obtain copies of all records related to the request for the evaluation.
5. A description of how findings of the evaluation are to be used, by whom, and under what circumstances.
6. A statement of the right to refuse permission for the evaluation with the understanding that the local education agency can then request a hearing to present its reasons and try to obtain approval to conduct the evaluation.
7. A statement of the right to be fully informed of the results of the evaluation.
8. A statement of the right of the parent to obtain an independent evaluation, either from another public agency with the fee determined on a

sliding scale or privately at full cost to the parent.[3]

Included in the notice of intent should be a form* requesting written parent permission to begin evaluation procedures. The evaluation cannot be conducted until such permission has been received by the local education agency. If the parent refuses to grant permission for an evaluation or if he fails to return the permission form within 15 school days of receipt of the notice, the school has the right to request an impartial due process hearing to obtain approval to conduct an evaluation. Written notice of the request for a hearing must be provided to the parent, and should include the following: (* See Appendix III-Form A.)

1. A copy of the original notice of intent to conduct an evaluation.
2. A detailed description of all of the rights regarding procedures at the due process hearing (see page 18).
3. A list of the those agencies in the community from which legal counsel may be obtained for those unable to pay.

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[3] A Primer on Due Process - Education Decisions for Handicapped Children, The Council for Exceptional Children, Reston, Virginia.

4. A description of the procedures for appealing the decision resulting from the due process hearing.[4]

Once parental permission has been granted, or the final decision of a due process hearing is to conduct an evaluation, the parent should be notified in writing of the evaluation schedule (time, date, and location).

All medical examinations should be conducted by a physician and the school psychologist. There are times when only a physician examines the child. It is important however that you request to have both the physician and psychologist evaluate your child, in this way the emotional as well as physical problems can be adequately determined. You also have the right to request that your child be examined by a physician or specialist of your own choice. In some instances, the school may refer your child to a diagnostic center for a complete evaluation.

To insure your child's rights throughout the medical assessment it is important to remember the following:

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[4] A Primer on Due Process

a. You have the right to protect your child against the negative effects of mislabeling. Ask questions. It is better for you to be over-zealous with concern for an accurate evaluation, than for the school to make a mistake with an unquestioned evaluation of your child.

b. If the school is recommending psychological testing you must be given an explanation for the reasons such testing is being requested. The school must obtain your permission before the child can be given a mental examination, or psychiatric treatment.

c. Be sure the school is evaluating your child with more than just the standard I.Q. test. Provide the psychologist with information relating to how your child functions at home, and in other non-school situations.

Change in Placement or Educational Status

After the medical assessment of your child has been completed, you should be informed of the results of the evaluation. If it has not been recommended that your child be excluded from the regular classroom, counseling services should be provided to you and your child to determine what programs or additional services will best suit his needs. You should receive in writing a form requesting parental approval of the

proposed educational plan, including a detailed description of the plan, the method by which it was developed, and the reasons why the proposed plan is deemed appropriate for your child. (See Appendix III. - Forms B., C., and D.)

If it is determined that your child should be excluded from the regular classroom, or you refuse to participate in the above mentioned counseling services, your child's case will be brought before the local school district's Admission's Committee. You should be informed of this decision, as well as the date, time, and location of the meeting.

The Admissions Committee is comprised of a physician, the coordinator of psychological services, a psychological examiner and a principal or vice principal from a school other than the one involved. It is their primary responsibility to determine whether your child should be excluded from the regular classroom setting. The Committee may also request that other school personnel, educational specialists, or physicians be present at the evaluation if necessary.

As a parent or guardian, you have the right to participate in the Committee's evaluation procedures. You also have the right to be accompanied by anyone you feel represents your child's best interests, such as a family physician, or social worker.

Once the evaluation of your child has been completed by the Admissions Committee, placement into an Educationally Handicapped Program cannot be made until:

1. The Admissions Committee has personally consulted with you concerning the nature of your child's handicap and informed you of the results of the evaluation in writing.
2. You have filed your written consent with the governing board of the school district or with the office of the county Superintendent of Schools. (See Appendix III. - Form E.)
3. You have been consulted about the objectives of the EH Program in which your child will be placed. If your child is going to be enrolled in a special education program in another public school, or has been totally excluded from the public school, you should also be informed.

Finally, you should know that all children who have been excluded from the regular public school classroom must be re-evaluated every semester. If your child has been excluded, be sure that he is being re-evaluated to monitor his progress.

Your Right to an Impartial Due Process Hearing

If at any point you disagree with the placement of your child, his educational program, or feel that services being

provided to him are inadequate, you have the right to request an impartial due process hearing. A due process hearing offers you an opportunity to challenge all school decisions in a court of law or through an administrative fair hearing. Such a hearing will be conducted by a hearing officer appointed by the school district, to provide an objective review and recondiseration of the parent-school conflict. The school district must provide such a hearing if you request it. The hearing officer who conducts the review should be independent of the immediate school district and have no personal interest in the outcome of the hearing. Hearings may be convened if:

1. The child is being considered for evaluation and permission is not granted by the parents.
2. There is disagreement over the child's educational placement.
3. A request has been filed for an extension of a temporary placement or an educational placement has not been made.

For further information or assistance concerning due process procedures contact: The Institute for Child Advocacy
4305 South Broadway
Los Angeles, California 90037
Phone: 233-5148

Sedgewick Funding - Reimbursement for Private School Tuition

If your child has been excluded from the regular classroom and requires special education services which are not

provided within your local school system, you have the right to request financial assistance (Sedgewick Funding) to send him to a private school. This is guaranteed by a State law (Education Code 6871) which allows a parent to be reimbursed up to $44.00 a day for private school tuition.

You may send your child to an agency within or outside the State of California, or to a day school, or residential institution as long as the institution offers special education facilities and services necessary for your child's disabilities.

Sedgewick funding can also be applied to situations where public special education facilities and services are available but the attending physician has recommended that it is in the best interest of your child to be placed in a private school. Such a recommendation must be approved by the county health officer and the county superintendent of schools.

To Be Eligible for Sedgewick Funding it must be determined that:

1. Specialized services and facilities necessary for your child are not available in the public school program.
2. Your child is traveling too far or too long to a public program.

3. A public program is available but does not meet the specific needs of your child as determined by the Admissions Committee or the child's physician or optometrist.

To Apply

1. Thoroughly investigate those private schools which seem suitable for your child.
2. Apply for Sedgewick funding through your local school district. Application form SE60-P (See Appendix III. - Form F.) should be used. If your physician or optometrist is recommending private schooling, form SE-61 is completed.

Transportation to Private School

If your child must attend a private school, he has the legal right to free transportation to and from that school if 1) he is eligible for Sedgewick funding and 2) appropriate special education services cannot be provided for him in a public school.

For Additional Information

If you need additional information or have questions regarding private schools in the Los Angeles community contact the California Association of Private Special Education Schools, (213) 894-8388. Address letters to:

Claire Lobell
c/o Oak Hill School
9433 Sepulveda Blvd.
Sepulveda, CA 91343

You may also contact: Mr. Bert Davis
Consultant to the Private
Schooling for the Handicapped
Special Education Programs
601 W. Fifth Street, Suite 1014
Los Angeles, CA 90017
Phone: (213) 620-4224

Home and Hospital Tutoring

Your child has the right to receive home or hospital instruction if he is unable to function in a school setting and does not attend school. Home teaching or instruction should be provided at the appropriate grade level and may be provided on Saturday, with consent of the parent.

Children in Other Private Schools, State Institutions, or Residential Care Centers

Even though your child may be attending a private school or an Institution not funded by Sedgewick funds, he has the the right to an education that meets the standards set by the Division of Special Education.

CHAPTER III. VOCATIONAL REHABILITATION AND TRAINING: YOUR CHILD'S RIGHT TO EMPLOYMENT

The State of California Department of Rehabilitation is an agency whose primary purpose is to assist the disabled in finding employment. The many services provided by this Department are aimed at making employment a realistic goal for all its clients.

Due to the Rehabilitation Amendments of 1973 (P.L. 93-112), the State of California has begun to give priority to serving those individuals with the most severe handicaps. These include individuals with spinal cord injuries, older blind, underachieving deaf, and migrant farm workers.

Eligibility Requirements

1. You must be "severely disabled" as determined by criteria set by the California State Department of Rehabilitation.
2. You must have a mental disability that poses a substantial handicap to your seeking or maintaining employment.
3. You must have potential for job employment.
4. There must be a reasonable assumption that the services of the Department of Rehabilitation will benefit you.
5. You must reside in the State of California.

How To Apply

1. Call or go to the nearest local office of the Department of Rehabilitation listed in the Directory of this manual.
2. Schedule an appointment to see a counselor. At this time you will probably undergo a brief discussion to determine whether you meet eligibility requirements, and whether there is a reasonable chance of your getting and holding a job after rehabilitation.

Determination of Employment Potential

After your initial interview with a counselor several examinations will be scheduled to determine the extent of your disability, your suitability for employment, and the type of job for which you would be most suited. All testing is provided at no cost to the client.

Once the medical examination and vocational testing has been completed, the agency is required to develop an individualized written rehabilitation program for each client it serves. This program should be developed by the counselor and the handicapped individual (or his parent or guardian). Included in the plan should be the conditions, rights and remedies under which services will be provided to the individual, as well as the long range and intermediate goals to be attained.

Each individual's program must be reviewed at least once a year.

Types of Services Provided

1. Medical, surgical or psychiatric services required to remove or reduce a disability.
2. Artificial appliances such as limbs, braces, hearing aids or optical aids may be purchased by the Department of Rehabilitation, fitted, and adjusted, at no cost to the client. Clients are carefully trained in their use and their adaptation to a trade or business.
3. Job training, including on-the-job, vocational rehabilitation, and in the home training. Tools and equipment, supplies, licenses, and other related services will be provided when these are part of preparation for a job.
4. Counseling services are provided on an individual basis throughout the rehabilitation process. Counseling includes guidance and aid to the client in adjustment to his handicap, the service program, and the attainment of a specific job goal.
5. All medical examinations, guidance, counseling, training, and placement are provided to eligible clients without cost. Expenses for medical ser-

vices, living allowances, transportation, books, tools, supplies and equipment are arranged by the Rehabilitation Department based on the clients' ability to pay. Supplemental income is provided to an individual only while they are preparing for work. Continuous maintenance must be supplied by another source.

6. Placement Assistance - the Department of Rehabilitation makes every effort to find suitable employment for its clients.
7. On the Job Assistance - if problems should occur on the job within 60 days of the placement, the Department of Rehabilitation will provide assistance.

Other Employment Rights

1. All applicants for services of the Department of Rehabilitation have the right to file complaints and to appeal decisions according to the regulations governing this principle. If you learn that you have been denied rehabilitation services or if you are not totally satisfied with the services you have received, you have the right to appeal whatever decisions have been made by this Department.

2. All applicants should be informed in writing of all denial of services.
3. If it is determined that you are ineligible or do not meet the priorities for service, you should be recontacted at the end of the year to determine if your condition has changed.
4. It is against the law (P.L. 93-112) for any handicapped person to be discriminated against solely because of his disability. Complaints may be filed with the Department of Labor by any individual who feels he has been discriminated against in employment.

Additional Tips on Finding Employment for Handicapped Youth

These steps for finding a job in a federal government agency are taken from Performance, a periodical published by the President's Committee on Employment of the Handicapped.

1. State with a counselor at the vocational rehabilitation office in your area. The rehabilitation counselor can put you in touch with a selective placement specialist of the U.S. Civil Service Commission.
2. Or--contact a selective placement specialist through a phone call (toll free) to any of 75 Job Information Centers around the country. The numbers and addresses of these centers can

be found in telephone directories of major cities under U.S. Government listings.

3. Two publications are helpful: Working for the U.S.A. and Employment of the Physically Handicapped in Federal Service. Both of these are available from Federal Job Information Centers.

4. A person with a disability has the choice of seeking employment through the competitive merit system or seeking "selective employment" because of a handicap. To compete through the merit system, it is necessary to pass the Professional and Administrative Career Examination (PACE) or other exams for different jobs. A rehabilitation counselor can give guidance in making this choice.

5. No matter what, applications will have to:
   - Complete standard from 171-Application for Federal Employment. (You can get one from any U.S. Post Office. Keep your original copy for your own files, and send out xeroxed copies.)
   - Contact the nearest office of the U.S. Civil Service Commission to find out what job registers are open for application.
   - File application and/or other necessary forms.

- Contact federal agency coordinators for selective placement to let them know you're available.

CHAPTER IV. FACTS YOU SHOULD KNOW ABOUT TAX DEDUCTIONS FOR YOUR HANDICAPPED CHILD (available on a national basis)

If your Handicapped Child attends a special school or institution which alleviates his mental or physical condition...

...You may deduct the following as "medical" expenses:

1. Tuition costs
2. Cost of Board and room
3. Cost of sheltered workshop (Revenue Ruling 58-280)

If your Handicapped Child lives at home...

...You may deduct as "medical" expenses the cost of:

1. Special school--if the principal purpose is to alleviate his handicap.
2. Tests and evaluations.
3. Special instruction or training--such as lip reading, speech instruction, braille... (Revenue Ruling 68-212).
4. All medical expenses, even though the child has earned more than $625 annual income.

If your Handicapped Child attends a sheltered workshop...

...You may deduct as "medical" expense the cost of the workshop--if the primary purpose is to alleviate his handicap. (Letter from Mortimer M. Caplin, U.S. Commissioner of Internal Revenue to Dr. Stafford L. Warren,

Special Assistant to the President for Mental Retardation, July 6, 1964).

If you incur transportation costs (train fare, bus far, taxi fare) with your Handicapped Child...

...You may deduct them as "medical" expenses if they are incurred going to and from:

1. Special schools and institutions.
2. Hospitals
3. Doctor's offices (R.T. Olson 23TCM-2008)

If you provide the transportation yourself...

...You may deduct as "medical" expenses:

1. 6¢ per mile
2. Parking fees
3. Toll fees (Rev. Proc. 64-15, I.R.B.: 1964-9,34)

If you visit your Handicapped Child at a special school or institution...

...You may deduct transportation costs as "medical" expense--but not meals and lodging--if medical experts deem your visit a necessary part of treatment.

CHAPTER V. SOCIAL SECURITY BENEFITS FOR THE HANDICAPPED CHILD

A disabled child may be eligible for a child's insurance benefit through the Social Security benefits of a parent. To be eligible the child:

1) Must have a parent (or, under separate circumstances, a grandparent) who is insured under Social Security, and who becomes entitled to retirement benefits, disability benefits, or dies.
2) Will be unable to do any substantial gainful work as an adult due to a severe physical or mental impairment occuring before age 22.
3) is unmarried when benefits begin.

To Apply

1) Go to the nearest Social Security office and complete the appropriate application forms. To locate the office nearest you, look in the telephone book under U.S. Government, Department of Health, Education and Welfare, Social Security Administration.

   If your child is severely disabled it is not necessary that he or she accompany you when you visit the Social Security Office.

If you do not have access to a local office, a Social Security representative can visit your home.

2) If your child is under 18 and is currently receiving social security benefits, an application for childhood disability benefits should be made at least 3 months before he or she reaches 18 so that payments will continue past 18 without interruption. (Normally, a child's payments stop at 18, or 22 if a full-time student. Payments may continue indefinitely however, so long as the child became disabled before the age of 22.)

3) If your child's disability occurred between the ages of 18 and 22, an application for benefits should be made at the time an insured parent becomes eligible for retirement or disability benefits, or dies.

4) An application can be filed at any age so long as the disability began before age 22.

What You Will Need

You will be asked to provide certain medical evidence before you and your child will receive any insurance benefits. These include:

1. evidence that a severe disability does exist

2. evidence that the impairment began before age 22

3. evidence that the disability is long term, and there is little likelihood that it will improve in the near future.

In most cases it will be sufficient for you to provide your Social Security representative with the names, addresses, and phone numbers of those physicians who have most recently seen your child. The Social Security Administration will then solicit the desired medical information from the physicians to whom they have been referred. If the information obtained is not sufficient, you may be asked to secure additional medical evidence from other sources. In some instances, other information such as school records or social agency records may be required.

In addition to providing medical evidence it is necessary that you provide proof of the disabled child's age and his relationship to the parent who is eligible for social security benefits. Usually a birth certificate will be sufficient evidence for both age and relationship. The <u>original birth certificate</u> must be brought to the initial visit at which time a copy will be made.

Benefits for Mothers

A mother caring for a disabled child may also be eligible for insurance benefits if:

1. She was married to someone who is currently insured under social security, or who has died.
2. She is not married now.
3. She is caring for a disabled son or daughter. If the child is in an institution or in someone else's care she is not eligible.

Medicare Benefits

Medicare health insurance benefits are now available to disabled persons who have been entitled to social security disability checks for 2 or more consecutive years. Prior to July 1, 1973, Medicare was available only to persons who were 65 years of age or older.

Your "Right to Appeal" Decisions Made by the Social Security Administration

You have the "Right to Appeal" your child's case if you are in any way dissatisfied with the decisions made on your claim by the Social Security Administration.

You have the right to be represented by a qualified individual of your choice at any stage of your claim.

You have the right to receive written notice of any adverse changes made in insurance benefits 10 days prior to the date such changes are to be instituted. (Goldberg vs. Kelly Rights).

You have the right to be represented by a qualified individual of your choice at any stage of your claim.

To have a case re-examined

1. Apply for a "reconsideration" of the decision through your local Social Security Office. A reconsideration involves a thorough examination of original evidence as well as any new additional evidence to determine whether the original decision made on your claim was correct. The reconsideration is made by persons other than those who made the initial decision to insure that the new decision is not biased in any way.

   Your request for a reconsideration must be filed within 6 months of the date the notice of the original decision is mailed.
2. If you are again dissatisfied with the decision made, ask for a hearing before an administrative law judge. An administrative law judge is an officer of the Bureau of Hearings and

Appeals of the Social Security Administration. At the hearing, the case will again be reviewed and you and your representative may present new evidence, question the witnesses, and examine the evidence on which the judge will base his decision.

A request for a hearing must be filed within 6 months of the date the notice of the reconsideration decision is mailed.

3. If you disagree with the decision of the administrative law judge, ask for a review of that decision by the Appeals Council. It is up to the Appeals Council to decide whether or not they will review your case. If a review is granted, you have a right to appear before the Council to present new evidence and to file a written statement.

   Requests for Appeals Council review must be filed within 60 days of the date that the administrative law judge's decision is mailed.

4. If you disagree with the Appeals Council decision or if they refuse to review your case, you may bring a civil action suit in a federal court.

Your complaint must be filed in a U.S. district court within 60 days of the date of mailing of the notice of the Appeals Council's decision or denial of review.

When requesting a reconsideration, a hearing, or an Appeals Council review, the request must be made in writing on the appropriate forms and filed with an office of the Social Security Administration. A request may also be made by letter. If you need additional assistance or information, contact the Committee for the Rights of the Disabled at 731-8591.

CHAPTER VI. IS YOUR CHILD ENTITLED TO SUPPLEMENTAL SECURITY INCOME?

On January 1, 1974, the Federal Supplemental Security Income (SSI) program was made available nationwide to the blind and disabled, including blind and disabled children, and to persons who are 65 years of age or older. The new SSI program completely replaces the previously existing federally supported programs, i.e., Old Age Security, Aid to the Blind, and Aid to the Disabled. The new program provides a monthly supplemental cash income to individuals who have little or no regular cash income and who do not own much in the way of property or other assets that can be turned into cash. If your child is deaf, mentally retarded, or physically handicapped, he is potentially eligible to receive up to $222.00 per month for his own personal needs. If your child is blind, he is potentially eligible to receive up to $292.00 per month. In California, Supplemental Security Income benefits are administered by the Social Security Administration, not the County Welfare Department.

Who is Eligible?

To be eligible, your child must meet the definition of "blind" or "disabled". Under the law, an individual is blind if his or her vision is no better than 20/200 even with glasses, or if the visual field is limited to 20 degrees or

less. A disabled person is one who has a physical or mental impairment which prevents him or her from doing any substantial work and which is expected to last at least 12 months or, in the case of a child under 18, an impairment of comparable severity. Your child may be considered disabled if his or her impairment greatly interferes with normal growth and development.

Unlike the former state assistance plans for the aged, blind, and disabled, the supplemental security income law has no age minimum for blind and disabled recipients.

Income and Resources are Considered

Eligibility for Supplemental Security income payments depends on the amount of income and resources an applicant has.

If your son or daughter lives with you and is under 18, or is a student 18 to 22, your income and resources also will be considered in determining his or her eligibility and payment amount. Only the child's own income counts, when he or she is 18 or over and is not a student.

Not all income and resources are counted. For example, the first $20 a month of any kind of income is disregarded. If your child has earnings, the first $65 in earnings in a month and half of all additional earnings are not counted.

Work expenses of a blind person also are not counted, nor is income that a blind or disabled person needs to fulfill a plan for achieving self-support.

How much can an individual receive?

The federal supplemental security income payment can be as much as $222 a month for a child living with a parent, $292 for a child who is blind.

In addition to monthly payments, your son or daughter is automatically eligible for Medi-Cal payments if they are eligible to receive Supplemental Security Income. The State will also provide social services, which may include help in making living arrangements, counseling, and transportation services.[5]

Appeal Rights for SSI

If you believe that your child has been wrongly denied Supplemental Security Income, or if you disagree with the amount of your payments, you have the right to ask that the case be reviewed. Steps for appeal are the same as outlined for Social Security benefits, and include: 1) Reconsideration,

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[5] The above information was reproduced from the Closer Look Report, Winter, 1976.

2) a Hearing, 3) Review by the Appeals Council and 4) Court action. Time limits within which requests for appeal must be made vary slightly from those previously described however, and specific deadlines should be obtained from your local Social Security Office.

CHAPTER VII. BECOME AN EFFECTIVE ADVOCATE FOR YOUR CHILD

Provided in this handbook are laws and policies pertaining to the rights of handicapped children as they currently exist in the State of California. It is hoped that this information will be useful to you and your child as you attempt to seek out appropriate services in your community.

Once you have begun to conquer some of the personal battles which must be faced as a parent of a handicapped child, it is important to become aware of the larger and more socially complex issues concerning the disabled. Unfortunately, our society has not yet progressed beyond the point where it no longer holds prejudices against a person who is physically, mentally, or emotionally handicapped. Social discrimination, as well as a lack of responsiveness on the part of policy makers has made it necessary for concerned individuals to take action; to join together and fight for those rights which previously have been neglected and denied. Through effective advocacy, hard work, and dedication, much progress has been made to improve and increase services for the disabled. It is evident however that services are far from being complete, and in many cases they are still seriously lacking. As a parent of a handicapped child, it is imperative that you become actively involved in advocating for the rights of handicapped youth. Only through your support and the support of others like you will future progress in this area be made.

Join a Parent Group

Much of the progress which has been accomplished for disabled persons over the past few years can be attributed to the efforts of parent groups. By working together, parents of handicapped children have mobilized their efforts not only to help one another, but to solve problems which affect handicapped children across the nation.

The advantages of joining a parent group are many. They can provide you with understanding and support when you most need it... ...as you begin to adjust to the realities and responsibilities of a handicapped child. By learning from the trials and tribulations of other parents, and by sharing your own experiences, you may find answers to problems that once seemed insurmountable.

Parent groups are also excellent sources of information. Hard-to-locate services, current legislation, newsletters, etc., are all easily accessible through parents who have become experts in the field.

Finally, joining a parent group may also be the easiest and most effective way to become an effective advocate for your child. Strength comes in numbers, and joining a parent group increases your power as a voter, as a lobbyist, as an initiator of change. Don't sit by the wayside and let others do the work, take an active role in keeping your organization vital, effective, and powerful.

Advocacy Strategies

The following are guidelines which may be used to develop effective advocacy strategies for yourself and your parent group.

1. Organize a Demonstration.

Demonstrations are generally a highly successful advocacy strategy by which to bring an issue to the public's attention. They allow your organization to advocate for legal rights, as well as educate the public about a specific issue. Types of demonstrations include: Sit-ins, Boy-cotts, Marches, Leafleting, Picketing, and Camp-ins. Demonstrations are particularly effective because they are easy to organize, can be held within a limited time schedule, and they are inexpensive.

2. Organize a Mail Campaign.

Writing letters to administrators, legislators, and other public officials can serve as a power tactic to put pressure on agencies or bureaucracies. To start a campaign, mail letters to your congressmen, send carbon copies of letters to other parent groups, obtain letters of support, publish an open letter in your local newspaper.

3. Organize a Telephone or Telegram Campaign.

Phone or wire your legislator and urge him to vote

for or against a bill, or to introduce new legislation to Congress.

4. Educate the Public.

In general, effective advocacy strategies will always include some aspect of public education. Teach-ins, workshops, conferences, and speakers are particularly good ways to get information concerning legal rights, available services, and health care information, to the public. Newsletters, handbooks, leaflets, and other printed materials should also be prepared as educational tools.

5. Lobbying.

To advocate for changes in laws or policies try all of the following strategies: Make phone calls to your legislators, start a mail campaign, start a telephone or telegram campaign, make a public statement of your demands, educate the public about your goals. Lobbying also requires some legal or political expertise, including legal research and legal action.

APPENDIX I.

RESOURCE DIRECTORY

Public Agencies

California State Department of Education:

Mr. Cliff Shryock, Consultant for Exceptional Children
601 W. 5th Street
Suite 1014
Los Angeles, California
Phone: 620-4224

Mr. Fred Hanson, Consultant
721 Capital Mall
Sacramento, California 95814
Phone: (916) 445-9420

Mr. Leslie Brinegar, Associate Superintendent Chief
Special Education Support Unit
State Department of Education
Sacramento, California 95814
Phone: (916) 445-4036

California State Department of Health:

Los Angeles Regional Office
417 South Hill Street, Room 966
Los Angeles, California 90013
Phone: 620-2900

Continuing Care Services Section
4401 Crenshaw Blvd., Room 310
Los Angeles, California 90043
Phone: 295-5581

Los Angeles City Unifed School District
Division of Special Education
450 North Grand
Los Angeles, California
Phone: 625-6717

Pupil Services
Phone: 625-6718

Instruction for School Age Expectant Mothers
Howard McAlister High School, 381-2823
Thomas Riley High School, 625-6748

The Special Education Advisory Council
Phone: 625-6703

Occupational Education For the Handicapped
Phone: 625-6721

Driver Education - Exceptional Pupils
Phone: 625-6151

Parent Organizations
Contact individual schools about parent organizations

Specially Funded Programs
Phone: 625-6726

Remedial Physical Education
Phone: 625-6750

The Trainable Mentally Retarded
Phone: 625-6717

Development Centers for the Handicapped
Phone: 625-6717

Educationally Handicapped
Phone: 625-6713

Orthopedically Handicapped and Other Health Impaired
Phone: 833-7059

Visually Handicapped
Phone: 625-6739

Hospital and Home Instruction
Phone: 625-6746

Teleclass Instruction
Phone: 625-6746

Speech and Language
Phone: 625-6734

Deaf and Hard of Hearing
Phone: 625-6141

Audiological Services
Phone: 625-6141

Los Angeles Department of Recreation and Parks
Handicapped Section
3191 W. 4th Street
Los Angeles, California 90020

Social Security Administration
419 South Hill Street
Los Angeles, California 90013
Phone: 688-4851

State Department of Rehabilitation
107 South Broadway, Room 7005
Los Angeles, California 90012
Phone: 620-4370

Private Agencies

Assisting the Disabled with Employment, Placement, and Training (A.D.E.P.T.)
14547 Titus Street, Suite 217
Panorama City, California 91402
Phone: 782-5530

California Association for Neurologically Handicapped Children*
P.O. Box 45273
Los Angeles, California 90045
Phone: 831-8644

California Association for the Retarded *
4525 East Stearns Street
Long Beach, California 90815
Phone: 597-5286
Or
1225 Eighth Street, Suite 312
Sacramento, California 95814
Phone: (916) 441-3322

* Parent Group

Camarillo State Hospital
Dr. Jacqueline Montgomery
Box "A"
Camarillo, California 93010
Phone: (805) 482-4671

Central City Community Mental Health
Facility
4211 South Avalon Boulevard
Los Angeles, California 90011
Phone: 232-4111

Coalition of Parents for the Handicapped *
1167 North Reeder
Covina, California 91724
Phone: 331-5972

Committee For the Rights of the Disabled
2992 West Pico Boulevard
Los Angeles, California 90006
Phone: 731-5095

Crippled Children's Services
2064 Marengo Street
Los Angeles, California 90033
Phone: 225-5921

Crippled Children's Society
7120 Franklin Avenue
Los Angeles, California 90046
Phone: 874-3300

Easter Seal Society for Crippled Children
and Adults
320 East 111th Street
Los Angeles, California 90061
Phone: 754-3111

Exceptional Adult Center
310 East El Segundo Blvd.
Compton, California 90222
Phone: 639-4321

* Parent Group

Exceptional Children's Foundation
2225 West Adams Boulevard
Los Angeles, California 90018
Phone: 731-6366

Exceptional Children's Opportunity School
12204 South San Pedro Street
Los Angeles, California 90061
Phone: 756-9161

HubLimited Workshop (Sheltered Workshop Program)
1515 South Alameda
Compton, California 90220
Phone: 638-4639

Institute for Child Advocacy
4305 South Broadway
Los Angeles, California 90037
Phone: 233-5148

Los Angeles Council of National Voluntary Health Agencies
5757 Wilshire Boulevard
Los Angeles, California 90036
Phone: 938-2621

Los Angeles County Epilepsy Society
2911 West 8th Street
Los Angeles, California 90005
Phone: 382-7337

Martin Luther King General Hospital
Department of Pediatrics
12021 Wilmington Avenue
Los Angeles, California 90059
Phone: 636-0961, ext. 1912

National Society for Autistic Children *
17046 Labrador Street
Northridge, California 91324
Phone: 886-5712

* Parent Group

Society of California Caretakers
Organization (S.O.C.C.O.)
4813 West Washington
Los Angeles, California
Phone: 731-8679

South Central Los Angeles Regional Center
for Developmental Disabilities
4211 South Avalon Boulevard
Los Angeles, California 90011
Phone: 232-4111

Spastic Children's Foundation
1307 West 105th Street
Los Angeles, California 90044
Phone: 757-9361

Trio Training Center
1423 West Vernon Avenue
Los Angeles, California 90062
Phone: 296-8350

UCLA-Neuropsychiatric Institute (NPI)
740 Westwood Plaza
Los Angeles, California 90024
Phone: 825-0511

United Cerebral Palsy Association
14651 Titus Street
Van Nuys, California 91402
Phone: 873-3366

Visiting Nurse Association
2530 West 8th Street
Los Angeles, California 90057
Phone: 380-3965

Willing Workers
4813 West Washington
Los Angeles, California 90016
Phone: 937-5950

Legal Resources

Institute on Law and Urban Studies
321 South Beverly, Suite W
Los Angeles, California 90212
Phone: 553-4161

Western Center on Law and Poverty
1709 W. 8th Street
Los Angeles, California 90017
Phone: 483-1491

Anti-Self Destruction Task Force, Fred Horn
3426 W. Washington Boulevard
Los Angeles, California
Phone: 731-0943

Legal Information

American Civil Liberties Union
84 Fifth Avenue
New York, New York 10011

Closer Look
The National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013

National Center for Law and the Handicapped, Inc.
1235 North Eddy Street
South Bend, Indiana 46617
Phone: (219) 288-4751

The Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036
Phone: (202) 483-1470

Travel Information

Greyhound Lines, Inc.
Helping Hand Service for the Handicapped
208 E. 6th Street
Los Angeles, California 90014
Phone: (213) 627-7181

APPENDIX II.

REFERENCES

1. Abeson, Alan; Bolick, Nancy; Hass, Jayne. A Primer on Due Process - Education Decisions for Handicapped Children, The Council for Exceptional Children, Reston, Virginia, 1975.

2. Biklen, Douglas. Let Our Children Go; An Organizing Manual for Advocates and Parents, Human Policy Press, Syracuse, 1974.

3. California Education Code Provisions Pertaining to Programs for Educationally Handicapped Minors, California State Department of Education, Sacramento, California.

4. California Master Plan for Special Education, California State Board of Education, Sacramento, California, 1974.

5. Children Who Learn Differently, California Association for Neurologically Handicapped Children, Contra Costa West Chapter, California.

6. How to Look at Your State's Plan for Educating Handicapped Children, The Children's Defense Fund, Washington, D.C.

7. How to Organize an Effective Parent Group and Move Bureaucracies, Co-ordinating Council for Handicapped Children, Chicago, Illinois, 1971.

8. How to Prepare a Rights Handbook, Child Advocacy Project, Easter Seal Society of Massachusetts, Inc., Boston, Massachusetts, 1974.

9. Practical Advice to Parents, Closer Look, the National Information Center for the Handicapped, Washington, D.C., 1974.

10. Rights Handbook for Physically Handicapped Children, Child Advocacy Project, Easter Seal Society of Massachusetts, Inc., Boston, Massachusetts, 1974.

11. Your Rights as Parents of a Handicapped Child, Co-ordinating Council for Handicapped Children, Chicago, Illinois, 1969

LOS ANGELES UNIFIED SCHOOL DISTRICT
COUNSELING AND PSYCHOLOGICAL SERVICES
Area B

APPENDIX III.-Form A.

TO: _____ Principal

_____ School

Please proceed with the individual psychological study of my child by the area counselor.

_____ _____
Name of Child in Full Date of Birth

_____ _____
Parent's Signature or Guardian Date

- -

PARA _____ Director

_____ Escuela

Por favor prosiga con el estudio paicológico individual de mi hijo(a) por el consultor de la area.

_____ _____
Nombre completo del estudiante Fecha de nacimiento

Al padre o guardián se le pide indicar con una "X" cuál idioma habla y entiende mejor el estudiante.

_____ Mi hijo(a) habla y entiende mejor el inglés.

_____ Mi hijo(a) habla y entiende mejor el español.

_____ _____
Firma del padre o guardián Fecha

Revised 3/72

LOS ANGELES UNIFIED SCHOOL DISTRICT
COUNSELING AND PSYCHOLOGICAL SERVICES
APPENDIX III.-Form B Area B

PARENT OR GUARDIAN CONSENT

_____
School

I have received a complete explanation of the special education program for educable mentally retarded students, and I hereby give my consent for

_____ _____ to be enrolled in this
Child's Name Birthdate

type of special education program.

_____ _____
Date Signature of Parent or Guardian

_____
Relationship to Pupil

This form is to be filed in the Pupil's Cumulative Record.

- -

CONSENTIMIENTO DE PADRE O GUARDIÁN

He recibido una explicacion completa del Programa de Educacion Especial para educar estudiantes que son mentalmente retardados. Yo, por la presente, doy mi consentimiento para que _____ _____
nombre del estudiante fecha de nacimiento

sea inscribido en este tipo de programa de educación especial.

_____ _____
fecha firma de padre o guardian

_____
parentesco al estudiante

Este documento debe ser archivado con los papeles personales del estudiante en los archivos.

LOS ANGELES UNIFIED SCHOOL DISTRICT
COUNSELING AND PSYCHOLOGICAL SERVICES
Area B

APPENDIX III. - Form C.

Parent Consent Educationally Handicapped Program

_____ has been considered by the Admission and
Name
Discharge Committee for placement in the Educationally Handicapped program.

The program recommended is:

☐ Special Day Class

☐ Learning Disability Group

☐ Individual Tutoring

The principal of your local school will be advised when an opening is available in your area. Transportation is available only to Special Day Classes in the elementary school.

☐ I approve of this special program for my child.

☐ I do not wish to have my child participate in this special education program.

I have had a conference with _____ of _____

on _____, 197____.

_____ _____
Parent Signature Telephone

_____ _____ _____
Street Address City Zip

Note: The Education Code requires that this consent slip be on file in the Area B Office before the pupil is enrolled in the special program.

Please return to: E. Betty Murphy
Area Supervisor, Psychological Services
Counseling and Psychological Services
Los Angeles Unified School District
2565 Zoe Avenue
Huntington Park, California 90255

EBM:pm

EH-5 (7-75)

LOS ANGELES UNIFIED SCHOOL DISTRICT
COUNSELING AND PSYCHOLOGICAL SERVICES
Area B

14

APPENDIX III. - Form D.

State Gifted Program
PARENT OR GUARDIAN CONSENT

_____
School

I hereby give my consent for _____ _____
Child's Name Birthdate

to participate in the State Gifted Program.

_____ _____
Date Signature of Parent or Guardian

_____
Relationship to Pupil

This form is to be filed in the pupil's Psychological Study Record.

Programa del "State Gifted Program"
Consentimiento del padre or guardian

14

_____
escuela

Yo otorgó mi consentimiento para _____
estudiante

_____ para que párticipe en el programa del "State Gifted Program
fecha de nacimiento

_____ _____
fecha firma del padre o guardián

_____
parentesco con el estudiante

Está forma sera archivado en los datos del estudio psicológico del estudiante.

APPENDIX III. - Form E.

PARENT OR GUARDIAN RELEASE

_____
School

I have received a complete explanation of the special education program for educable mentally retarded students, for which my child is eligible. I do not wish to have _____, _____
Child's Name Birthdate
participate in this special education program.

_____ _____
Date Signature of Parent or Guardian

_____
Relationship to Pupil

This form is to be filed in the Pupil's Cumulative Record.

- -

CONSENTIMIENTO DE PADRE O GUARDIAN

_____
escuela

He recibido una explicacion completa del Programa de Educacion Especial para educar estudiantes que son mentalmente retardados, en que mi hijo(a) es elegible. No deseo que _____, _____
nombre de estudiante fecha de nacimiento
participe en este programa de educacion especial.

_____ _____
fecha firma de padre o guardian

_____
parentesco al estudiante

Este documento debe ser archivado con los papeles personales del estudiante en los archivos.

California State
Department of Education
Special Education Support Unit
Form SE-60-P (Rev. 8-75)

APPENDIX III.- Form F.

Application for Services Under Education Code Sections 6870-6874.6

DISTRICT DATE STAMP

Instructions to Parents

Fill in the name of the school district in which you reside and the name of your child. *Circle only one of the three action request options.* Before you may select number 2 or number 3, your child *must* have been declared eligible for a special education program OR you have previously applied for services and the district has processed that application.

To: Superintendent of the _____ School District

I, the parent or guardian of _____:

1. Request school personnel to determine my child's eligibility for a special education program. I understand that if my child is eligible, a special education class placement will be offered and that such determination will be made within 45 days following receipt of this application. I further understand that, should my child be declared eligible for special class placement and no program is available or appropriate, you will automatically, within 30 days request the county superintendent of schools to approve my request for services under Education Code sections 6870-6874.6 and notify me of your action.
   If you determine my child is not eligible for a special education program, you will notify me of this decision.

   Note to the parent. There is no right of appeal to the county superintendent of schools or the Superintendent of Public Instruction if your child is not eligible for a special education program.

2. Request you to submit this application to the county superintendent of schools for approval. This request is based on the fact that my child has been declared eligible for a special education program, but no appropriate program is presently available. I understand that you will submit Form SE-60 to the county superintendent of schools within 30 days following receipt of this form.

3. Request you to complete State Department of Education Form SE-61, "Justification by Attending Physician or Attending Optometrist for Private School Placement Pursuant to Education Code Section 6871," and forward that form to my child's attending physician or optometrist. I understand the county health officer and county superintendent of schools will act on the report and recommendation of the doctor within 30 days following receipt of the completed Form SE-61. The name of the doctor is: _____

_____
Address City State ZIP code

I understand that should I plan a change of residence, such change shall be reported to you *in writing* at least 14 days prior to moving. I further understand that failure to so report could result in loss of eligibility for tuition payments. My signature below authorizes the school district to share information as is required in processing this application.

Please fill out completely

Last name of pupil | First | Middle | Date of birth

Street address | City | ZIP code | County

School now attending | Grade | Address | City and State

Previous school attended | Address | City and State | Date

Name of parent or guardian | Phone: Home ( ) | Work ( )

Street address | City | ZIP code | Primary language of the home if other than English

If you have circled action items 2 or 3, fill in the name of the private nonsectarian school you wish to use. If you have not selected a private school, you may request assistance from the district or the county superintendent of schools.

Name of private school | Street address | City and state | ZIP code

Name of administrator | Title | Phone number ( )

(Signed) _____
Parent or guardian Date

Note to the parent: This is the only sheet you need to sign – an information sheet is available from your local school district.

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FIRST ◆ FOLD (tear along perforated line)

AN ADVOCACY MANUAL FOR PARENTS OF HANDICAPPED CHILDREN

EVALUATION QUESTIONNAIRE

In an effort to evaluate the manual and to assist us in program planning, we would appreciate your taking a few minutes to respond to this questionnaire. Please complete, remove and fold the form as indicated, and mail postpaid to us.

1. My response to the manual as a whole is:
   ___Very Positive ___Positive ___Neutral ___Negative ___Very Negative

2. Did you find the manual useful or informative? Yes___ No___
3. Is the manual understandable? Yes___ No___
4. Is the manual complete and thorough? Yes___ No___
5. Is there a need for this type of manual? Yes___ No___
6. Are the advocacy strategies relevant? Yes___ No___
7. Is the information provided in the resource directory adequate? Yes___ No___
8. Did you contact any of the agencies listed within the manual? Yes___ No___
9. By whom has the manual been utilized?
   Administrator___ Doctor or nurse___ Psychologist___
   Child advocate___ Lawyer or legal aide___ Resource specialist___
   Community worker___ Parent___ Social worker___
   Counselor___ Program specialist___ Teacher___
   Other, specify:_____

   _____

10. Have you had previous contact with the Institute for Child Advocacy? Yes___ No___

11. Additional comments or suggestions you would like to make:_____

    _____

    _____

12. Would you like to receive additional copies? Yes___ No___
    If yes, how many?_____Please fill out the last portion of this form.

13. Would you like us to send the manual to other presons or organizations? Yes___ No___

    _____

    _____

YOUR NAME_____

TITLE_____

ORGANIZATION_____

ADDRESS_____

SECOND ◆ FOLD

THANK YOU FOR YOUR PARTICIPATION!!!

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